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ABSTRACT

This competency-based preservice home economics teacher education module on merchandising textiles and ready-to-wear is the third in a set of three modules on occupational aspects of textiles and clothing. (This set is part of a larger series of sixty-seven modules on the Management Approach to Teaching Consumer and Homemaking Education [MATCHE]--see CE 019 901-967.) Following the module objective and overview, five units of instruction are presented: (1) fashion industry (with one lesson on the fashion world and consumer behavior patterns); (2) product knowledge (includes lessons on style factors, fabrics and the consumer, and translating product knowledge into sales); (3) salesmanship (with one lesson on effective salesmanship); (4) stockroom operations (includes lessons on departments, and the process of merchandising); and (5) merchandise promotion (with one lesson on techniques of promotion). Each lesson includes a narrative summary and suggested activities. A list of suggested module resources (readings) and a module pre/posttest (with answer key) concludes the document. (Workshop proceedings relating to the development of these modules are available in the ERIC system as CE 019 896-899; also available is a module on utilizing FHA-HERO as an instructional strategy to expand and strengthen the home economics instructional programs [CE 019 900].) (JH)

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OCCUPATIONAL STRAND:

TEXTILES AND CLOTHING

MODULE II-D-3 MERCHANDISING TEXTILES AND READY-TO-WEAR

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1978

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CE 019 943

MATCHE

Management Approach to Teaching Consumer and Homemaking Education

MATCHE is an individualized, competency-based preservice curriculum designed for home economics education students at the preprofessional, upper division level. MATCHE is a comprehensive curriculum based on selected objectives which give emphases in three areas: 1) consumer approach to homemaking education, 2) teaching home economics in economically depressed areas, and 3) establishing occupational programs related to home economics. The material for each subject matter area of home economics has been organized into these three strands, and includes an FHA-HERO emphasis. These subject matter areas are home economics education core, housing, foods and nutrition, textiles and clothing, human development, and management.

The MATCHE modules were written by subject matter specialists from various colleges and universities offering home economics and therefore each is unique in the approach used for the development of the objectives. The modules allow for differences in level of achievement, rate of learning, and learning goals. They may be used independently, combined into a sequential series, or as a random set of conceptual units. Any instructor using the material can easily adapt the material to a specific group of students, the locale, method of instruction, and available facilities. Learning may be facilitated by offering one module in conjunction with others.

As MATCHE is continuously up-dated by those using the curriculum, some concepts and objectives may be added and others deleted. The purpose is to continually strengthen the program for pre and inservice home economics teachers.

Guidelines for Use and Continuous Development of MATCHE are on file with Home Economics units in each of the fifty state departments of education plus all of the Home Economics Departments in California institutions offering home economics education. This booklet and proceedings from the four MATCHE workshops give background information concerning the purpose and development of the MATCHE project.

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MATCHE PROJECT

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MERCHANDISING TEXTILES AND READY-TO-WEAR

Module Objective

After appraising, identifying, and describing various aspects of merchandising textiles and ready-to-wear, the MATCHE student will be able to identify various career opportunities and the performance requirements of these jobs. The student will be able to evaluate some social, economic, and psychological factors that influence the behavior of fashion consumers and will be able to determine the ways in which sales personnel can assist customers in their selections. After exploring the organization and operation of retail outlets, the MATCHE student will be able to assist individuals in identifying that part of the fashion world in which they will be most capable and from which they can gain personal satisfaction.

Module Overview

You will investigate the factors and forces which affect the consumption and production of textiles and ready-to-wear. Effective merchandising of textiles and ready-to-wear requires an understanding of the fashion world, product knowledge, and sales and promotion techniques.

Your instruction in occupational opportunities in merchandising textiles and ready-to-wear requires a comprehensive analysis of the field of fashion, the ability to identify consumer behavior patterns and current marketing trends, product knowledge, and an understanding of the organization and operation of merchandising activities. To enable you to develop these competencies, this module has been divided into the following units:

Unit 1: Fashion Industry

Unit 2: Product Knowledge

Unit 3: Salesmanship

Unit 4: Stockroom Operations

Unit 5: Merchandising Promotion

UNIT 1

FASHION INDUSTRY

Objectives

The MATCHE student will be able to define fashion and discuss its relationship to consumers, the economy, and the clothing and textile merchant.

The MATCHE student will be able to discuss the ingredients and sources of fashion and indicate how they would affect merchandising techniques.

Overview

Many factors influence consumer selection of fashions in textile merchandise and ready-to-wear. Economists see fashion as an element of artificial obsolescence that impels people to replace articles which still retain much of their original usefulness. Sociologists interpret it as an expression of status seeking; psychologists find indications of sex impulses in patterns of dress. A general conclusion can be made that it represents billions of dollars in sales to the group of enterprises concerned with the production and distribution of textile merchandise.

It is important to recognize that fashion involves people and places. Fashion is not static nor is a fashion universally acceptable. What may be considered fashionable on the streets of San Francisco may be totally unacceptable in a small rural community in the San Joaquin Valley. Furthermore, what is used by a particular age group may not be appropriate for those of a different age.

The increased sense of personal independence in individuals is reflected in consumer choices. Today's consumers are vital, exciting persons. They have money to spend. They are aware of fashion, thanks to newspapers, magazines, motion pictures, and television. They usually know what they want. The whole accent on providing what the individual wants is a challenge to retailing distribution.

Lesson: Fashion World and Consumer Behavior Patterns

Narrative Summary

Clothing and other textile industries constitute one of the major enterprises of our country. Fashion and the materials from which they are made are inseparable. Quinton Bell in On Human Finery underscores the relationship between economic progress and fashion by showing that economically backward countries retained their national costumes long after more economically advanced nations had discarded theirs. Most authorities emphasize the relationship between growth and strength of the middle class and the growth and strength of the demand for fashion. The size of the middle class in the United States is very large and in proportion to the total population is growing. That growth means a widespread increase in consumer buying power, which in turn generates increased fashion demand. In selecting fashion goods, buying decisions are often influenced by psychological factors. Perhaps the most basic of these involved in fashion demand are those that are primary characteristics of human behavior: boredom, curiosity, rebellion against convention, and a need for self assertion and a drive for companionship (Nystrom, Economics of Fashion). Nearly two million retail establishments in our nation offer textile merchandise to meet the needs of consumers. The various techniques emphasized in the retail distribution of textile merchandise are determined by the interests and demands of consumers. As the customer changes, so must the retailers' methods of serving that customer change. However, the person ultimately responsible for the consummation of that purchase is the salesperson. Consequently, it is important that the sales personnel have the interest, desire, and knowledge to assist consumers in making their choices. The purpose of this unit is to familiarize you with the fashion world and consumer behavior patterns. With this foundation, you will be able to ascertain and expand key factors that are felt important to include in occupational homemaking education programs in textile merchandising and ready-to-wear.

Suggested Activities

1. Describe today's fashions in ready-to-wear and other textile merchandise.

2. Differentiate between fashion, style, and fad.

3. Explain why people buy new clothing or textile merchandise. Are their reasons largely rational or emotional? Explain.

4. In what products other than apparel do fabrics play a fashion role? Cite examples.

5. In what products other than apparel does fashion play a role?

6. Consult the annual reports of personal incomes and cnnsumption expenditures from the United States Department of Commerce and note patterns of spending for textile merchandise today and ten years ago. Comment on the differences found.

7. List events and personalities in today's news that are influencing current fashions. Describe the effect.

8. Make a comparison of the fashion information found in a magazine of high fashion, a woman's magazine, a daily newspaper, and a mail order catalogue.

9. Read and abstract Section I, "Understanding Fashion," in Inside the Fashion Business by Jarnow and Judelle.

10. Create a collage to depict the fashion emotions of a twelve-year-old boy, a female college student, and a parent. Explain the emotions you expressed for each. Comment on the differences and commonalities among them.

11. Refer to MATCHE module "Sociological, Psychological and Economic Factors Affecting Clothing Selection-Consumer Approach," for an indepth investigation of this topic.

When you have completed all activities check with your instructor before proceeding to Unit 2.

UNIT 2

PRODUCT KNOWLEDGE

Objectives

The MATCHE student will be able to identify, list, and discuss factors which determine the quality of textile fabrics used in wearing apparel and household furnishings.

The MATCHE student will be able to identify, list, and discuss factors which determine the quality of ready-to-wear and relate these factors to consumers' values and resources.

The MATCHE student will be able to evaluate the relationship between cost and quality in textiles, ready-to-wear, and accessories.

Overview

Knowledge of what you are selling makes for a sense of satisfaction as well as successful selling. Consumers want information about the merchandise they buy: style features, principle characteristics, what it is made of, how it is to be cared for, when and where it is suitable for use. All are of consumer interest and concern. Intelligent and reliable merchandise information can be selling points that will help customers reach buying decisions. The more salespersons know, the more help they can give. Knowledge gives a salesperson confidence, and in turn the consumers gain confidence because of satisfaction. Nothing is a better recommendation for a salesperson than a satisfied customer.

Lesson 1: Style Factors

Narrative Summary

Style factors are perhaps the prime consideration of most shoppers when they purchase ready-to-wear. Fashion is always changing and consumers refer to their salespersons for information regarding current fashions. Individuals are also concerned that their selections are appropriate and becoming. A basic knowledge of design principles and elements can help a salesperson to offer valid advice to those seeking what is best for them. Another consumer concern is fit. No matter how well it is designed and constructed, if the garment does not fit well, the shopper is usually not going to make a purchase. A trained salesperson who

can show the buyer the correct size can often complete a sale before the mood and interest in buying are lost. Garments requiring much alteration are generally not satisfactory. A bargain is not a bargain without satisfaction nor is it a recommendation for the salesperson or the business from which it was purchased.

Suggested Activities

1. Investigate how the following articles are sized: pants, dresses, blouses, coats, skirts, sweaters, slips, and shirts.

2. Investigate infant sizes.

3. Describe the figure types for each of the following size ranges: junior, misses, women's, half size, and teens.

4. Translate your measurements into metric terminology.

5. View the film series "Dressing by Design," 1 through 4.

Lesson 2: Fabrics and the Consumer

Narrative Summary

We live in a dynamic world where improvement of existing products and the introduction of new products are taking place every day. So it is with fabrics. Changes take place rapidly, and it is important that sales personnel keep abreast of current information and facts. New developments offer wider choices but require information that makes for sound judgments. Successful salespersons are thoroughly familiar with the merchandise they promote. Customers want information about fabric: what it is, how it will wear, what care is appropriate, and what precautions need to be taken in its use or care. Customers' questions need to be answered intelligently. Fabrics should be identified by their names. Customers look to salespersons for advice about special sewing techniques necessary for various fabrics as well as advice concerning the suitability of fabric to a design. A salesperson with fabric knowledge knows the selling points and can make recommendations. Refer to MATCHE module "Applications and Implications of New Technology in Textiles and Clothing-Consumer Approach" for contemporary innovations in textile manufacturing.

Suggested Activities

1. Select fabric swatches and identify the method of construction for each.

2. Through reading and experimentation, compare the different weaves and knits as to appearance and resistance to soiling and snagging. Identify the weaknesses of the fabrics.

3. Examine samples of percale of differing price ranges. Make comparisons as to firmness of weave, closeness of weave, yarn size, and thread count.

4. Develop a chart of the generic groups of fibers. Specify the advantages and disadvantages in relation to appearance, comfort, maintenance, safety, and durability. Make a list of trade names for each group.

5. Describe the function of six special finishes commonly found on fabric today. Identify any effect on appearance, hand or care that they create.

6. Investigate the recommended care procedures for wash and wear fabrics.

Lesson 3: Translating Product Knowledge Into Sales

Narrative Summary

A professional vocabulary is an important tool for a salesperson. Customers have confidence in salespersons who are knowledgeable. Stating that a garment has a "raglan sleeve" is far more informative than simply calling it a sleeve. Quality in garment construction is another variable in consumer selection. The best is not always desired for the intended use nor within the desired price range of the customer. The sales emphasis should be directed toward the use of the product for a particular situation. It is a mark of interest and knowledge of the salesperson to point out differences. Success is translating product knowledge into sales by ascertaining customer needs and then assisting in the selection of a product to fulfill those needs.

Suggested Activities

1. Establish guidelines for judging quality in the workmanship of garments. Consider grainline, design matching, stitching, seam allowance treatments, interfacings, fasteners, hems, and other details.

2. Identify current styles available in fashion merchandise.

3. Investigate the range of sizes available in differing fashion types.

4. Compare the qualities of a garment that is available in a low, medium, and high price range.

When you have completed all activities check with your instructor before proceeding to Unit 3.

UNIT 3

SALESMANSHIP

Objectives

The MATCHE student will be able to identify the needs and desires of the customer.

The MATCHE student will be able to assist the consumer in the selection and purchase of textiles and ready-to-wear.

The MATCHE student will be able to list and demonstrate effective selling techniques.

The MATCHE student will be able to complete sales transactions.

Overview

Effective salesmanship is more than packaging and collecting money for a sale. It involves giving shoppers personal service by showing merchandise that best suits their needs and desires. A successful salesperson acquires skills in dealing with consumers that can make the difference between satisfied customers and dissatisfied customers. The attitude of the salesperson has a tremendous influence on customer reactions and in turn the success of the salesperson. Conveying the feeling of wanting to help shows that work is meaningful to a salesperson.

Lesson: Effective Salesmanship

Narrative Summary

The mechanics of selling vary from store to store, but to complete any transaction several steps are involved. These are: 1) recording the sale, 2) arranging for payment, 3) packaging the merchandise, and perhaps, 4) arranging for delivery. Each store has its own system, but a basic familiarity of the procedures involved facilitates understanding a specific system. Accuracy and precision are essential and no detail can be overlooked. These processes need to be completed efficiently and quickly once the customer has made a selection. The intent of this unit is to give you the opportunity to explore and evaluate the interaction between customer and salesperson as well as to familiarize yourself with procedures.

Suggested Activities

1. While shopping, make notes of good and poor selling techniques observed in five salespersons.

2. Suggest six phrases or remarks that a salesperson can use to encourage and promote consumer interest in pursuing the selection of merchandise.

3. List six phrases that may terminate the customer's interest in looking at merchandise.

4. List six techniques used for suggestive selling.

5. List six characteristics or aspects of products that can be mentioned to inform customers about merchandise.

6. Give specific responses to these questions:

   What qualities do you as a consumer desire in a salesperson?

   How does a salesperson determine which merchandise to show a customer?

   When a customer asks for a particular article that the store does not handle, what response do you suggest a wise salesperson would make?

   What should a salesperson do if the customer indicates that the price is higher than he or she wants to pay?

7. Explain these types of sales transactions: cash take, cash send, charge take, C.O.D., will call, layaway, and time payment.

8. Collect and arrange a display of methods used by stores to record sales.

9. Explain approved guidelines for handling money in a sales transaction.

10. Explain the basic principles of packaging merchandise.

When you have completed all activities check with your instructor before proceeding to Unit 4.

UNIT 4

STOCKROOM OPERATIONS

Objective

The MATCHE student will be able to describe the phases of effective stock control: ordering, checking, storing, preparing, arranging, and inventorying merchandise.

Overview

The stockroom has the responsibility of handling merchandise from the time it arrives at a store until it has been sold. Accurate and complete records must be kept of all transactions to assure a system of operation that controls the handling of merchandise. Each store has its own needs, and methods of control vary widely. This unit provides you the opportunity to become familiar with the mechanics of control.

Lesson 1: Receiving Department

Narrative Summary

The receiving department of a store is the protector of all merchandise from loss, soil, or damage. It is responsible for information of what is on hand as well as where it is. It provides data to guide the merchant in buying and assembling inventories and to assure availability of merchandise when needed. The activities of this department include: opening and sorting, checking accuracy of orders, checking condition of the merchandise, and filing reports of any loss of damage.

Suggested Activity

1. Read Chapters 13 and 14 of Troxell, Fashion Merchandising. Troxell discusses methods of stock planning and control. From your reading, list and describe the four types of merchandising reports in common use today among various retail stores.

Lesson 2: Process of Merchandising

Narrative Summary

Once the order has been accepted, the stockroom then must begin the process of merchandising. Stock control forms are set up and price tickets are attached to each item. Stock duties may include storing the merchandise, transfers, filing special orders, as well as making merchandise available on the selling floor. Record keeping is an essential part of all of these activities.

Suggested Activities

1. Visit a stockroom and obtain a stock card. Discuss its function with other students.

2. Obtain six price tags from three different stores. Interpret the information given on each tag and make comparisons between stores and the types of merchandise.

3. Visit a retail department selling women's dresses on racks. Observe the organization of the display. Discuss the rationale of the arrangement in view of the customer's expected behavior and from the salesperson's performance.

4. Define these mark-on terms and explain the relationships as they apply to the concept of mark-on: initial mark-on, cumulative mark-on, maintained mark-on, mark-on percentage.

5. Give specific responses to these problems:

   A manufacturer offers a 2.5 percent discount on merchandise paid for within ten days. What would be the cost of an order for seventy-five pieces costing $3.70 each if the above terms were met?

   If a buyer marks down twenty coats from $85.00 to $58.00 for a special two day sale, what is the amount of this mark down? What is the percentage for each coat?

When you have completed all activities check with your instructor before proceeding to Unit 5.

UNIT 5

MERCHANDISE PROMOTION

Objectives

The MATCHE student will be able to list and evaluate in- and out-of-store promotion techniques and resources.

The MATCHE student will prepare an in-store display for promotion of textiles and ready-to-wear.

The MATCHE student will plan and execute an out-of-store promotion program.

Overview

Promotion is a key to the merchandising of all consumer products. In this unit you will investigate and learn techniques of sales promotion, and will prepare an in-store promotion display and an out-of-store promotion program.

Lesson: Techniques of Promotion

Narrative Summary

The functions of promotion are planning and initiating ideas, and carrying them out through the media of writing, art display, and demonstrations. It is promotion that introduces merchandise to the public and gives a clear fashion picture. It is promotion that stimulates and directs customer buying. The extent of any promotional program is dependent upon the size and attitude of each individual company. Some are promotion minded; others do very little. For the employee it can be an extremely challenging, stimulating, and creative opportunity. Among the functions performed in promotion are: 1) developing programs and planning themes, 2) preparing written material, 3) preparing art and display materials, 4) introducing lines to buyers, 5) planning and conducting fashion shows, 6) developing contacts for publicity, 7) estimating costs, and 8) evaluating results. The intent of this unit is to provide you the opportunity to investigate and analyze techniques of promotion used in merchandising.

Suggested Activities

1. Cite examples of different methods of promotion which are used by retailers to sell fashion apparel. Make a comparison of these techniques considering objectives, organization, and outcomes.

2. Plan in detail a fashion show that would serve as an in-store promotion for the training of sales personnel.

3. Plan in detail a fashion show that would serve as an out-of-store promotion given for the benefit of the Junior League's Educational Fund.

4. Compare these two promotions. List the values of each.

5. Respond in detailing to this question:

   Are the manufacturers' brand names as important to customers when they are buying apparel as they are to the same customers when they are buying foods, cosmetics, or appliances?

When you have completed all activities check with your instructor, then take the Module Posttest.

Suggested Resources

Books

Anspach, Karlyne. The Why of Fashion. Ames: Iowa State University Press, 1967.

Bell, Quinton. On Human Finery. London: The Hogarth Press, 1947.

Chambers, Bernice. Keys to a Fashion Career. New York: McGraw Hill, 1946.

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Wendt, Lloyd, and H. Kogan. Give the Lady What She Wants. Chicago: Rand McNally, 1952.

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Wingate, Isabel. Textile Fabrics and Their Selection. 6th ed. New Jersey: Prentice-Hall, 1970.

Wingate, Isabel, and others. Know Your Merchandise. New York: Gregg Division, McGraw Hill, 1964.

Wolff, Janet. What Makes Women Buy. New York: McGraw Hill, 1958.

Films and Filmstrips

A Career in Retail Buying; Clothing Communicates; Retailing Serves the Customer. New York: J. C. Penney Company.

At Home with Metric Measuring; Discovering Fibers and Fabrics. Pennsylvania: Butterick Publishing.

Department Store Cash Register Procedures; Your Cash Register; Cash-Take Transactions; Transactions Requiring Sales Slips; When You Go to the Selling Floor. New York: National Cash Register.

Dressing by Design: #1 - Silhouette; #2 - Line; #3 - Texture; #4 - Personal Coloring. Berkeley: University of California, Cooperative Extension Service.

Figure Flattery Through Optical Illusion. New York: Simplicity Pattern Company.

It's The Little Things That Count. Chester, Connecticut: C. J. Bates and Sons.

Measuring Metric in Fashion Sewing. Manhattan, Kansas: McCall Pattern Company.

The Importance of Selling. San Leandro, California: Encyclopedia Britannica Films.

MODULE PRE/POSTTEST

Merchandising Textiles and Ready-to-Wear

Student_____

Instructor_____

Date_____

Student: This pre/posttest will assess your knowledge of the information presented in this module. You need study only those units that are prescribed on the basis of the pretest results.

1. Summarize the major socioeconomic changes which are occurring in the consumer market and suggest their implications for the fashion business.

2. Suggest five ways in which retailers of textile merchandise have adapted or may adapt to the changes taking place in the consumer market.

   a.

   b.

   c.

   d.

   e.

3. One authority has stated that "fashion mirrors the times." Briefly explain the significance of this statement and give your rationale for your support or refutation of the claim.

Pre/posttest (continued)

4. Why has there been a marked acceleration in the rate of fashion change during the past one hundred years?

5. Is it possible to force an unwanted fashion upon the consumer public? Defend your answer.

6. Match these terms and definitions.

a. fashion	1. a specific interpretation or version of a style
b. high fashion	2. the ability to recognize what is and what is not attractive and appropriate
c. mass fashion	3. prevailing style accepted and used by the majority of a group at any given time
d. style	4. a short-lived fashion
e. design	5. designs or styles accepted by a limited group of fashion leaders
f. taste	6. designs or styles that are widely accepted; those produced and sold in mass are generally low priced
g. classics	7. styles or designs that remain in good taste over a long period
h. fads	8. a characteristic or distinctive mode of presentation or conceptualization in the field of some art.

Pre/posttest (continued)

7. What is a "quality" textile fabric?

8. Describe a well fitted garment.

9. List the five elements and four principles of design.

10. Translate a 28" waistline into metric terminology.

11. List the basic constructions used in today's fabrics.

    a.

    b.

    c.

Pre/posttest (continued)

12. What is the generic classification of each of these fibers?

    a. Kodel

    b. Dacron

    c. Qiana

    d. Acrilan

    e. Antron

13. What factors are judged in determining the quality of the workmanship of a garment?

    a.

    b.

    c.

    d.

14. What are the steps involved in concluding a sale?

    a.

    b.

    c.

    d.

15. List five techniques of suggestive selling.

    a.

    b.

    c.

    d.

    e.

Pre/posttest (continued)

16. What characteristics of a product can a salesperson mention to increase its sales potential?

a.

b.

c.

d.

e.

f.

g.

h.

17. List three highly desirable personal characteristics of an effective salesperson.

a.

b.

c.

18. What are the characteristics of today's trend toward simplified selling?

a.

b.

c.

19. What are the responsibilities of the stockroom operations?

a.

b.

Pre/posttest (continued)

20. What information can be ascertained from a purchase order?

a.

b.

c.

d.

e.

f.

g.

21. What information is generally included on the hang tag attached to merchandise that is ready for sale?

a.

b.

c.

d.

e.

f.

g.

h.

22. Cite some specific principles involved in stock arrangements.

a.

b.

c.

Pre/posttest (continued)

23. Explain how promotion differs from advertising.

24. What are the buyer's responsibilities in selling?

a.

b.

c.

25. Show a schematic organization for developing a promotional project.

a.

b.

c.

d.

e.

f.

Return this test to your instructor for evaluation.

ANSWER KEY
MODULE PRE/POSTTEST

Merchandising Textiles and Ready-to-Wear

Instructor: Do not reproduce this page in students' booklets. You must retain it for grading and prescriptive purposes. Answers will vary with individuals. A preferred response might be similar to the answer presented.

1. Development of large middle class which has these characteristics:

   is style conscious
   believes in culture
   spends 25 percent of its income on fashion items
   has a changing scale of values
   has a new sense of independence

2. a. methods of selling
   b. store hours
   c. store locations
   d. services offered
   e. wider choice in sizing

3. Fashions are reflections of the way people think and live.
   Fashions reflect the segment of society in which they have won acceptance as well as the way society views the role of individuals.
   Today's society shows many fashions existing side by-side because of its flexible and mobile class structure.
   An individual's wardrobe can contain many fashions because of the varied activities now considered acceptable in today's living.

4. invention of sewing machine
   development of man-made fibers
   development of the middle class in society
   greater mobility
   communication
   work organization
   integration

5. There is the general misconception that the business world forces change upon the consumer. The consumer initiates change because of his changing interests, wants, and ideas of what is appropriate and acceptable. Often a small minority of the consumer population makes visible a change, but if this minority is composed of fashion leaders who set trends, the majority of consumers will follow.

Pre/posttest Answer Key (continued)

6. a. 3
   b. 5
   c. 6
   d. 8
   e. 1
   f. 2
   g. 7
   h. 4

7. It is a fabric having characteristics that will best serve the intended use and care desired in the product.

8. comfortable
   becoming to the wearer
   adjustable to the activities of the wearer

9. Elements
   line
   form
   space
   color
   texture

   Principles
   balance
   proportion and scale
   rhythm
   dominance--subordination

10. 71 cm.

11. a. woven
    b. knit
    c. non-woven

12. a. polyester
    b. polyester
    c. nylon
    d. acrylic
    e. nylon

13. a. stitch length
    b. seam allowance width and treatment
    c. grain line accuracy
    d. design placement
    e. reinforcement fabrics used
    f. fasteners
    g. hems
    h. other details of trim

14. a. recording the sale
    b. arranging for payment
    c. packaging the merchandise
    d. arranging for delivery

Pre/posttest Answer Key (continued)

15. a. learn the customer's needs and desires
    b. start showing merchandise in the middle price range
    c. emphasize unique selling points
    d. be certain of facts
    e. suggest complementary merchandise
    f. suggest products to use in care of merchandise
    g. call attention to advertised merchandise

16. a. appearance
    b. appropriateness
    c. becomingness
    d. comfort
    e. convenience
    f. durability
    g. quality
    h. style

17. a. knowledgeable
    b. interested
    c. pleasant
    d. industrious

18. a. customer selection
    b. open merchandise available to customers
    c. salespersons answer questions, check sizes, ring up sales

19. a. to accept ordered merchandise and organize its process until it is sold
    b. to be responsible for data necessary to guide and assemble inventories and to assure availability of merchandise

20. a. date of order
    b. department number
    c. classification of merchandise ordered
    d. number and description of styles ordered
    e. cost and retail price of each style
    f. quantity
    g. details regarding color or size, etc., if there are any

21. a. store name and location
    b. department number
    c. type of merchandise
    d. manufacturer
    e. style number
    f. color
    g. size
    h. price
    i. date put in stock

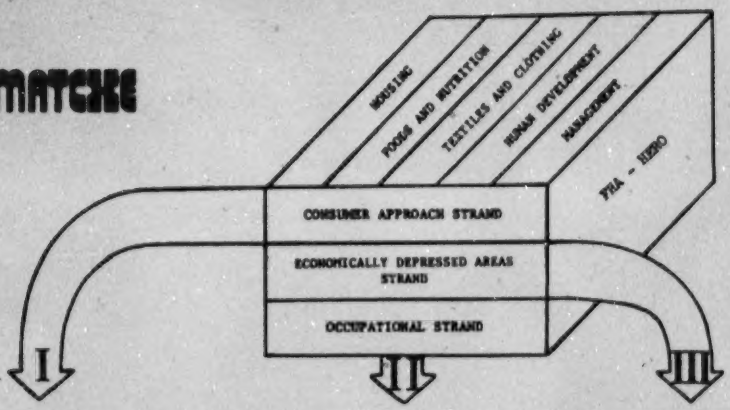
Pre/posttest Answer Key (continued)

22. a. logical
    b. easily understood
    c. helps salesperson find merchandise
    d. facilitates counting for check control or reorder

23. Promotion is free and voluntary information regarding brand, firm, or product. Promotion creates awareness, is not purchased, and therefore is at the discretion of the medium concerned.

24. a. merchandise information, i.e., trends, merchandise on hand, how to size and fit
    b. selling tips, i.e., use, care
    c. teach salespersons how to arrange the merchandise in stock

25. a. developing program or theme
    b. preparing written materials
    c. preparing visual materials
    d. developing contacts for publicity
    e. estimating cost of promotion
    f. evaluating



	I	II	III
A.	CORE: CONSUMER APPROACH TO HOMEMAKING EDUCATION 1 Life Styles and the Consumer 2 Community Consumer Resources 3 Consumer Rights and Responsibilities 4 Incorporating the Consumer Approach in Homemaking Classes	CORE: ESTABLISHING OCCUPATIONAL PROGRAMS 1 Analyzing Job Market Opportunities 2 Developing Occupational Programs 3 Implementing Occupational Programs 4 Evaluating Occupational Programs	CORE: TEACHING HOME ECONOMICS IN ECONOMICALLY DEPRESSED AREAS 1 Characteristics of Economically Depressed Areas 2 Life Style Characteristics of Economically Depressed Areas 3 Community Resources for Economically Depressed Areas 4 Developing and Implementing Programs for Economically Depressed Areas
	AREA (Module) PACKAGES	AREA (Module) PACKAGES	AREA (Module) PACKAGES
B.	HOUSING 1 Consumer Use of the Community 2 Procedures for Selecting a Community 3 Procedures for Selecting Housing 4 Shopping for a Home Loan 5 Procedures for Selecting Furnishings 6 Maintenance Procedures for Surfaces, Furniture, and Appliances	HOUSING 1 Occupational Opportunities Related to Housing and Interiors 2 Required Skills for Retail Sales of Furnishings and Related Household Items	HOUSING 1 Low Income Housing 2 Government Housing Programs 3 Low Income Furnishings
C.	FOODS AND NUTRITION 1 Technological, Sociological, Ecological, and Environmental Factors Related to Food 2 Regulatory Agencies Responsible for Wholesomeness and Quality of Foods 3 Consumer Aspects in Planning Meals 4 Cultural Food Patterns 5 Influences on Food Prices	FOODS AND NUTRITION 1 Occupational Opportunities Related Foods and Nutrition 2 Operations and Activities of a Food Service Operation 3 Managing a Food Service Operation	FOODS AND NUTRITION 1 Food Availability in Economically Depressed Areas 2 Low Income Food Patterns 3 Meal Management on a Low Income
D.	TEXTILES AND CLOTHING 1 Consumer Approach to Textiles and Clothing 2 Sociological, Psychological, and Economic Factors Affecting Clothing Selection 3 Clothing Needs of Individuals 4 Applications and Implications of New Technology in Textiles and Clothing	TEXTILES AND CLOTHING 1 Occupational Opportunities Related Textiles and Clothing 2 Assembly Line Garment Construction 3 Merchandising Textiles and Ready-To-Wear	TEXTILES AND CLOTHING 1 Clothing the Individual and Family 2 Utilizing Resources for Clothing and Textiles
E.	HUMAN DEVELOPMENT 1 Societal Changes Affecting the Family 2 The Relationship Between Spending Patterns and Interpersonal Relationships 3 Financial Pressures in Various Life Styles and Cycles 4 Individuals and Families in Crisis 5 Consumper Aspects of Parenthood	HUMAN DEVELOPMENT 1 Occupational Opportunities Related to Human Development 2 Children's Center Aide 3 Developing Programs for Preschool Children 4 Convalescent Home Aide	HUMAN DEVELOPMENT 1 Characteristics of Economically Depressed Area Families 2 The Child and the Economically Depressed Area Family 3 Resources for the Economically Depressed Area Family
F.	MANAGEMENT 1 Relationship Between National and Consumer Economics 2 Consumer Legislative Issues 3 Environmental Issues and the Consumer 4 Financial Management 5 Family and Individual Credit Management 6 Management View of the Multiple Role 7 The Metric System	MANAGEMENT 1 Occupational Opportunities Related to Home Management and Supporting Services 2 Occupational Preparation for Jobs Utilizing Housekeeping Skills	MANAGEMENT 1 Management Skills 2 Money Management 3 Marketing Practices in Relation to Low Income Clientele